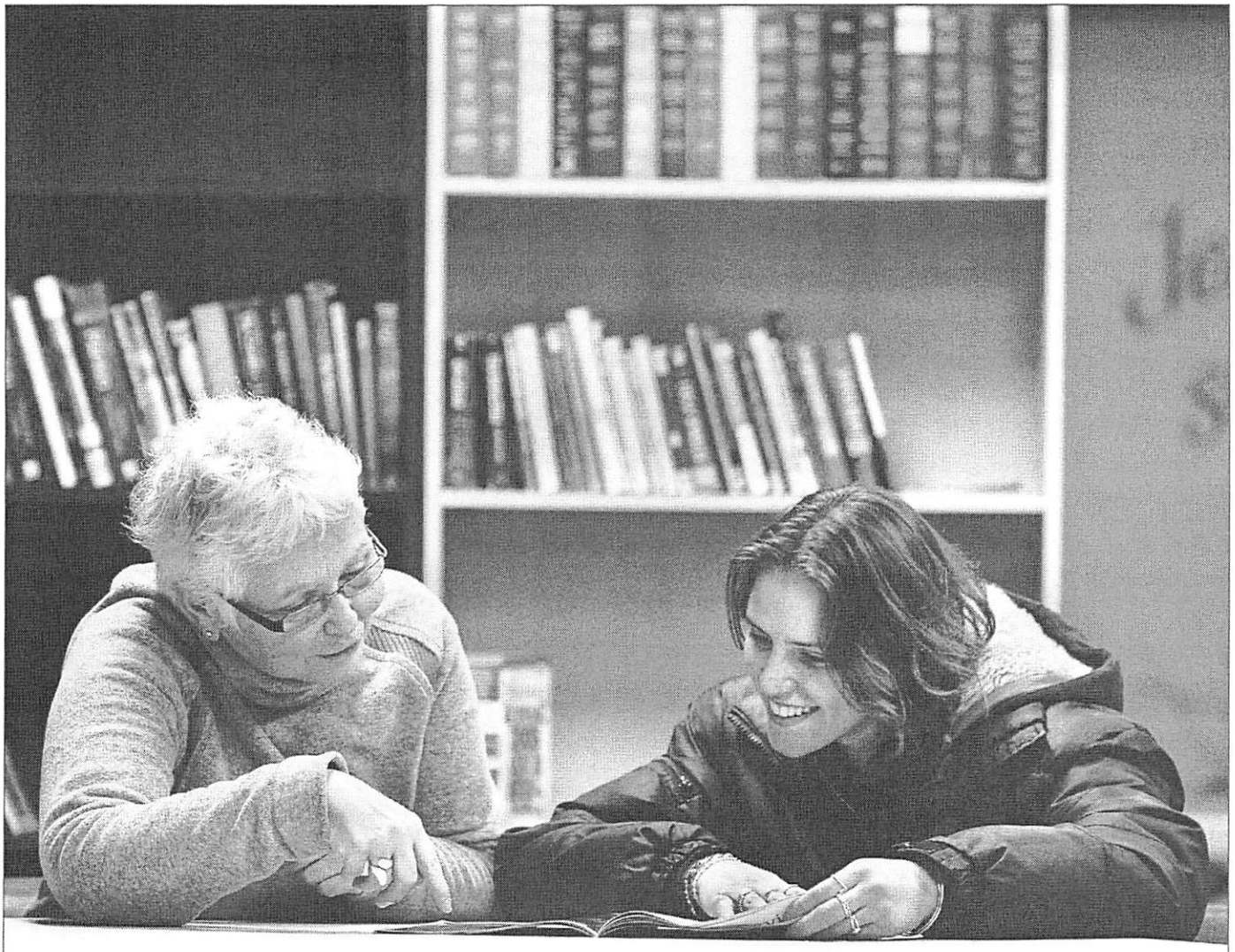


COMMUNICATING ABOUT LITERACY

Developing Your Communications Strategy

Steps in action: a hypothetical example

INTRODUCTION:

A situation has been simulated to demonstrate how each worksheet in this guide could be completed. This example was created based on potential circumstances only and any similarity to actual circumstances is coincidental.

Step 1: Select literacy goals

The literacy task group in a mid-sized town in BC completed its community/district literacy plan and identified five overall goals for the community. After discussing which one would be the best goal to develop the first communications strategy, the members of the task group used the following activity to reach a consensus. The number 5 represents the highest priority with 1 being the lowest.

ACTIVITY: RANKING PREFERENCES

Example: Individual member goal ranking sheet

LIST OF GOALS	MEMBER #1	MEMBER #2	MEMBER #3	MEMBER #4	MEMBER #5	TOTAL
Increase the number of businesses by 50 that are aware of work-place literacy programs by the end of the year.	1	2	1	2	4	10
Encourage local health providers and local government employees to incorporate plain language into their work with the public over the next 12 months.	3	3	3	1	2	12
Establish a homework club for approximately 25 Grade 8 to 12 students by next September.	5	5	4	5	5	24
Work with Aboriginal communities and service providers to expand pre-natal/post-natal family literacy learning opportunities from one to five programs in the next 24 months.	2	1	2	3	1	9
Secure $10,000 by end of the year for a lunch and learn program for 15 men who are homeless.	4	4	5	4	3	20

Example: Consolidated group ranking sheet

LITERACY GOAL	RANKING ORDER
Increase the number of businesses by 50 that are aware of workplace literacy programs by the end of the year.	4
Encourage local health providers and local government employees to incorporate plain language into their work with the public over the next 12 months.	3
Establish a homework club for approximately 25 Grade 8 to 12 students by next September.	1
Work with Aboriginal communities and service providers to expand pre-natal/post-natal family literacy learning opportunities from one to five programs in the next 24 months.	5
Secure $10,000 by end of the year for a lunch and learn program for men who are homeless.	2

WORKSHEET 1: ANALYZE YOUR GOAL

Re-state your literacy goal:
Establish a homework club for approximately 25 Grade 8 to 12 students by next September.

WHAT IS THE ISSUE THAT YOUR GOAL IS ADDRESSING?	WHAT DO YOU WANT TO ACHIEVE WITH THIS GOAL? (i.e. What change would you be able to observe?)	HOW WILL YOU KNOW YOU ARE ACHIEVING YOUR GOAL?
Frequently when students reach high school, they require more support to succeed with their schoolwork than is available in their family setting or in the classroom. Currently, there is no place in the school or community where students can easily get support to be more successful with learning. These students may be at risk for not graduating from grade 12.	The creation of a friendly environment where students feel welcome and comfortable to seek the help they require to succeed in school. The homework club will provide individual assistance as well as assist participants to understand their unique learning styles. The change we would like to observe is that at least 15 students attend six or more times each and improve their school learning success during the nine months of programming. We would like 25 to attend at least 6 times in the following school year. We would also like to observe an improved attitude towards learning overall.	• 15 participants will access the program six or more times each over the course of the program and there will be additional drop-ins who attend 1-2 times each. • Student participants who access the program six or more times will continue to be enrolled in a regular or alternate school, and will show improvement in report grades and attendance records. • About three quarters of student participants will feel better about learning and talk positively about their experience in the program. • The funding organization will understand the benefits, outcomes and value of the program and will renew funding for a second year. • We will have the support and cooperation of the majority of school staff and some will communicate with program leaders. • Volunteer tutors will provide positive feedback about their experience with the program and we will have enough tutors return to hold the program in the following school year. • Parents of program participants will feel the program is worth their own and their children's time and effort and support their children to attend.

Step 2: Analyze the current situation

S.W.O.T.

	HELPFUL (to achieving goal)	HARMFUL (to achieving goal)
	Strengths	**Weaknesses**
Internal Factors (within the partner groups)	• There is a strong partnership between the high school, the local literacy organization and the youth centre. • Some teachers are interested in supplying information about course work to the program leader. • The youth centre will provide space and computers at no cost to the program. • The literacy organization has the resources to hire an experienced program leader. • Well-developed and practiced programming ideas exist for the homework club. • Community partners recognize the need for a support network to enhance student school success. • Some experience in communications exists in the literacy task group and the local newspaper publisher has agreed to join. • The program partners have delivered successful programs in the past and are perceived as being competent.	• There is some disagreement about which high school students to target for the program. • There is scepticism around student participation on the part of some school staff. • Lack of resources for supplies. • There is no existing list of volunteer tutors who can support this program.
	Opportunities	**Threats (a.k.a. Challenges)**
External Factors (from the environment)	• Potential funding opportunities for resources exist. • Another B.C. community has successfully launched a similar program and is willing to share what it has learned. • There is strong support from local RCMP school liaison officers. • A local Aboriginal Elder has expressed interest in working with the task group on this project • There are people in the community with specific subject expertise. • Resources about establishing a homework club from provincial literacy organizations are available.	• A previous attempt at running the same type of program in our community failed and there exists a perception that it might happen again. • There is uncertainty around what role parents will play in supporting their children to attend the program. • Peers tend to have the most influence over how fellow students spend their after school time. • Peer to peer support for attending learning programs is not high.

Step 3: Identify your intended audience(s)

WORKSHEET 3A: IDENTIFYING YOUR AUDIENCE

This worksheet will help you identify all the audiences for your chosen literacy goal. Some audiences will be more important than others, but it is still worth considering them all before deciding which ones are the priorities for your communications initiatives.

PRIMARY AUDIENCE	SECONDARY AUDIENCE	TERTIARY AUDIENCE
Who are the priority groups of people whose knowledge, attitudes and/or action you need to influence in order to meet your goal?	Who else is affected or benefits if you succeed in your goal?	Are there others who can influence your primary and secondary audiences?
• Grade 8 to 12 students who are failing at least one subject (all high school students will be welcome to the program, but those students who are failing one subject are the primary audience). • Potential funding organizations that can fund required supplies • Qualified volunteers to become tutors for the program.	• High school principal • Teachers • Parents/families	• School counsellors • Youth outreach workers • First Nations leaders • Peers/Friends • RCMP liaison officers • Employers of high school students • Other after school program instructors such as dance and music • Coaches • BC Hockey League local team

WORKSHEET 3B: CREATING AN AUDIENCE PROFILE

This worksheet will help you learn more about each specific audience.
You will need to fill out one worksheet per audience.
For demonstration, we have completed this worksheet for two audiences.

Audience: Grade 8 to 12 students who are failing at least one subject

Why is this audience important to you?	These students could possibly be the children who have difficulty finishing high school with the skills they need to reach their goals. We want to provide alternate solutions to help them graduate.
What is your desired outcome with this audience?	• Fifteen students will attend and participate six or more times over the course of the nine-month program. • Twenty five students will attend and participate six or more times over the course of the nine month program in the second year. • 80% of student participants will continue to be enrolled in a regular or alternate school, and will show improvement in report grades and attendance records within the next 12 months. • The majority of student participants will feel better about learning and talk positively about their experience in the program. • More than four students per month will attend as "drop-ins."
What are the characteristics of this audience? (Can you find similar characteristics amongst them?)	
• What are their gender, ethnicity, income and education levels?	• 75% are boys, majority are Caucasian, family income varies, but skews middle to low income and all presently attend high school (grades 8 – 12). A small percentage is in foster care. A small percentage is First Nations.
• Are there any language considerations?	• None are identified as English language learners.
• Do they have trouble reading printed materials?	• They all read at grade 6 level or higher, but some have difficulty with comprehension when using textbooks.
• How do they spend their time?	• Currently, about 30% of the target audience are involved in after school sports or arts activities. At least half of them play video and computer games at each others' homes after school at least 3 times per week. Most of them, at least once a week, attend parties or hang out at the strip mall in close proximity to the high school. Less than 40% of them go to the youth centre located in the downtown core. 30% work part time either in their parents' business or at another local business. Over 70% own an mp3 player. 70% actively use a social networking site such as Facebook.[1]

1 This information was collected through three main sources: an interview with the high school principal and counsellor with access to records; an interview with the youth outreach worker and a focus group that was conducted in June.

What are your audience's knowledge, attitudes, and behaviours as they relate to your literacy goal or issue?	Our primary audience has very little knowledge about what a homework club would be like as one has never been offered to this age group of students. When we first asked students if they would be interested in attending a homework program after school most of them said no as they perceived it to be boring and not much help. They said that they had been in school all day and needed a break from that kind of work. Our target audience said they thought it would be filled with kids who liked doing their homework all the time, and not kids like them who wanted a more rounded life. However, when asked if they were interested in improving their marks half responded positively to wanting to, even if it meant changing their after school behaviour. Another 25% were interested in improving their marks but didn't want to change their after school habits. The remaining 25% didn't care about their school performance and were happy with the way things were. When the students were asked what would make a homework club more interesting for them, over 50% were interested in one-to-one help from adults who know how to help them. Almost all of them were interested in activities that didn't involve their school work specifically but were fun to do. They also wanted refreshments to be provided free of charge. Ninety percent said that if computers were available for some free time use, they would try out the program at least once. Students also indicated that a "drop in" feel to the program instead of strict attendance where they had a specific start and finish time was more appealing to them. They also said that if their friends went or thought it was cool then they would be more likely to attend as well.
How are they likely to react to your literacy message and why?	The group of students that are interested in improving their marks even if it means changing their after school behaviour will be the most likely to try out the program first. If this group responds positively to the programming, we believe that word-of-mouth will encourage other students to consider attending.

What are the barriers to this audience fully supporting or participating in reaching your goal? • **What are the benefits if they do?**	A perception that this program is for "losers or geeks". If the initial student participants in the program don't find that it meets their needs or has any benefit, then they will not encourage their peers to attend and the program will fail. Not enough time – students have other activities that they will attend first. • Better grades • Improved future opportunities • Improved listening and learning strategies • Interesting things to do • Improved social networks
How does your audience best receive information? **What makes new information credible for them?**	Delivered by someone they think is cool and interesting. Deliver the message in a way that reduces the opportunity for embarrassment and respects the privacy of the individual. Has peer support.
Are there individuals or groups who can influence this audience or who can help you better reach this audience? Who are they?	Local BC Hockey League team members. One high school math teacher is particularly liked by the younger portion of this primary audience. One of the RCMP school liaison officers has the respect of about 50% of the group who would initially attend the program. The local Dairy Queen and A&W employ about 15% of this primary audience and the general managers are respected by them.
What would you measure to determine if you have been successful?	We will have between 5 and 10 students attending each week with most of them actually working on homework assignments each day. High school teachers will note that the students who attend at least once per week each week are showing improvements in the completion of their homework assignments, have improved attendance records over a 6 month time span, show improvements in their overall marks.

WORKSHEET 3B: CREATING AN AUDIENCE PROFILE

Audience #2: Potential qualified* volunteer tutors	
Why is this audience important to you?	Getting the right people to volunteer for this program will determine the success we will have with high school student participants. Without qualified volunteer tutors, this homework program will not be able to take place.
What is your desired outcome with this audience?	We want 10 or more people to attend one of two information sessions we have set up for people to find out more about this opportunity. We want six tutors who meet the criteria for acceptance to the program as a tutor to see the benefits of volunteering and offer their time and qualifications to help these students succeed.

* Program partners will have identified criteria for being a tutor.

What are the characteristics of this audience? (Can you find similar characteristics amongst them?)	
• **What are their gender, ethnicity, income and education levels?**	Potential tutors might be retired teachers (high school, college), counsellors, or individuals with education degrees who followed other career directions. Also tutors might be engineers, forest managers, health professionals, lawyers and other professionals whose specific expertise could serve to assist with such courses as physics, chemistry or biology. These people might be working or retired. Most of the above are 40 years and older and at least three quarters are 60 years and older. Most are middle income or higher. There are some young adults in the community who are working in various businesses after attending university. The majority of all the above possible tutors are Caucasian and middle class. Some possible tutors are First Nations. Most have completed high school and a few have attended college. They are very interested in the progress of young people and are interested in the tutor training. Most are employed, but have some time to volunteer.
• **Are there any language considerations?**	None were identified as English language learners.
• **How do they spend their time?**	Retired people indicated that they are involved in a number of family and community activities. There is a general indication that most retired individuals in the community volunteer quite a bit of time. Many are active in the seniors club and they often travel in the winter months. Sometimes they are out of the community for a month or more at a time. A few working professionals indicated that they are usually working full-time, although one person worked part-time. Most of them have children and most of the children are in their teens. They have a variety of interests beyond their homes including hunting, sports, mountain biking, skiing. Some of these interests would be shared by the youth who might attend a homework program. The young university graduates are working in a variety of businesses. Most have returned because they want to be near family and they like this community. Besides working, they ski, mountain bike, coach community sports, spend time with family and friends.[2]

2 This information was gathered in three ways: the youth centre manager talked with seven potential tutors who had been identified through the community; the program leader sent an email out through the local chamber of commerce and interviewed five people who responded; and task group members talked with other community members that they were aware of. In each interview, a similar set of questions were used so the responses could be compiled for the communications plan.

What are your audience's knowledge, attitudes, and behaviours as they relate to your literacy goal or issue?	Most retired individuals are already committed to a number of activities and may not have time to volunteer for something else. Some retirees are unsure if they have the up-to-date skills to properly assist the students. Most of those are willing to take tutor training as long as it doesn't take more than eight hours, a few are not willing to take training and a few need more information before they can make a decision. Several would be excited to have the opportunity to work with youth. They see this as a way to keep their own skills practiced and to increase their knowledge. All of the retired individuals who talked with task group members about this program understand something about the issue of high school students requiring additional assistance to succeed at school. Four of five working professionals are unsure they could make the time commitments. One said she could not make them. Three of five are somewhat familiar with the fact that some high school students require additional assistance to succeed in school. One said he is very familiar with the fact and one is not at all familiar with the fact. Four out of the five professionals are unsure if they have the up-to-date skills to properly assist the students. One said he does not have the up-to-date skills. Two out of five are willing to take tutor training as long as it doesn't take more than eight hours and three need more information before they can make a decision. A couple of young working adults see the possibility of volunteering as a way to learn about their own interests in teaching.
How are they likely to react to your literacy message and why?	Some of the retirees think that they do not have the time to volunteer for this program because the program runs throughout the school year. Some will also think that "No amount of effort on my part will help. The kids will probably drop out anyway and then my time will be wasted" because there are perceptions and stereotypes about students who are failing at least one subject. Some people will think that they don't have the necessary skills to make a positive contribution. A few are a little afraid of spending time with youth – they aren't sure that they know how to relate to them.

What are the barriers to this audience fully supporting or participating in reaching your goal? • **What are the benefits if they do?**	Being able to commit to the time Thinking they don't have the proper skills Perceptions about students Lack of understanding about the program's philosophy Perceptions around needed training • Satisfaction that they have helped students improve at school • Satisfaction that they have contributed to the health of the community
How does your audience best receive information? • **What makes new information credible for them?**	From teachers/educators From family members • Professional organization newsletters • Newspaper/Television stories • Email • Direct mail
Are there individuals or groups who can influence this audience or who can help you better reach this audience? Who are they?	Influential community leaders High school principal Professional organizations
What will you measure to determine if you have been successful?	Number of potential qualified tutors that attend information sessions Number of qualified tutors who volunteer Number of qualified tutors that complete training Number of qualified tutors that volunteer over nine month program Number of qualified tutors that return for year two

Step 4: Identify key messages

WORKSHEET 4: WRITING KEY MESSAGES

THE ELEVATOR SPEECH:	
Who are you?	The high school, youth centre and literacy organization are working together to develop a program that will provide individual homework assistance.
What are you doing?	The community, through the recent literacy planning process, has prioritized the need to provide learning and homework support that some students require to reach their potential.
Why are you doing it?	Eighteen percent of our high school students are at risk of dropping out of school or graduating without the skills they need for today's knowledge-based economy.
WHAT IS THE CALL-TO-ACTION FOR EACH AUDIENCE?	
Audience 1: High school students	Call Rodger at the youth centre at 250-555-5555 or stop by on Tuesday's at 4 pm or Thursdays at 7 pm.
Audience 2: Prospective funders	Help us find a way to provide supplies required for this nine-month program.
Audience 3: Qualified tutors	Find out how you could help support these students by calling Isabelle at 250-555-7777.
Audience 4: educators (tertiary):	We are looking for your support as we work with these students to improve their school success.

MESSAGES FOR SPECIFIC AUDIENCES:	
Audience: high school students	
Credibility and Quality message Supporting statement Supporting statement	There is individual help provided by people who know how to teach and understand different learning styles.
	There will be tutors at each session who can help you complete your homework assignments
	The tutors will be trained about the best ways to support your learning.
More information and driving passion message Supporting statement Supporting statement	People in this community care about you and want you to have the support you need to succeed.
	You can participate in creating this program by talking with staff and other participants about how the program can work best for you.
	Groups of people from many areas of the community have come together to make this program available and successful.
Message about the primary audience Supporting statement Supporting statement	If you participate, you will do better in school.
	Research has shown that one-on-one assistance is one of the most important ways to improve student learning.
	In a school environment, the more homework assignments you complete the more likely you are to have a passing grade.

Step 5: Reflect

As a result of talking with youth at the high school, the program partners who are developing a homework club discover that the name "homework club" has negative connotations for youth, who suggest calling it an after school program. The program partners then decide to ask a group of representative youth to brainstorm a possible name for the program and participate in the development of the program.

They also learn that some of the primary audience would not be able to attend directly after school and that an alternate time such as early in the evening would be helpful. They decide to hold at least one session of the program in the evening.

Step 6: Set Objectives

WORKSHEET 6: CREATING COMMUNICATIONS OBJECTIVES

Re-state your literacy goal:

Establish a homework club for grade 8 to 12 high school students by next September.

HOW MUCH / MANY	WHO	WHAT	WHEN
Attract 15 Increase to 25 in year two	Grade 8 to 12 high school students who are failing at least one subject	To attend the after school learning program at least 6 times over the nine-month program.	By May of next year
Recruit at least 6	Qualified tutors	To provide one-on-one assistance with homework assignments to grade 8 to 12 students at an after school program	By September
Secure $2,000 or in-kind equivalent	From a funder	Required supplies to run the after school program.	By August
Secure the support of 5	Parents of program participants	To assist with attendance, help with food, positive comments.	By October
Recruit 5	Teachers of high school students who are failing at least one subject	To provide the support required to attract, assist and monitor the participants of the after school program.	By January of next year

Step 7: Create your communications action plan

WORKSHEET 7: ACTION PLAN TEMPLATE

Goal: Establish an after school learning program for grade 8-12 students by next September

1. Objective: Attract 15 grade 8-12 students to attend an after school learning program at least six times over the nine month program

ACTION STEPS	START DATE	END DATE	PERSON RESPONSIBLE	REQUIRED RESOURCES (people, funds, material)
Design a poster and information sheet using key messages for possible participants.	June	August	Program leader	Staff time Printing
Write text message/email for use by youth outreach worker to be sent to possible participants.	September	September	Program leader Youth outreach worker	Staff time
Write and execute a distribution plan taking into account where the audience spends their time to get the one page information sheets to : • Possible participants • Educators • First Nations leaders	June	September and ongoing	Program leader Youth outreach worker	Staff time and consultation with task group and First Nations Elder
Youth outreach worker to talk with individuals who might want to attend program.	September	October	Youth outreach worker	Staff time
Set up a meeting with a group of youth to discuss design of program and what they might say to their friends about the program.	June	June	Youth outreach worker Program leader	Staff time Room and refreshments
Develop presentation materials for tertiary audiences including school staff, parent advisory council, RCMP school liaison officer, manager of Dairy Queen, manager of A&W, sport coaches and First Nations leaders that will encourage these groups to talk to possible participants about the program.	August	August	Program leader Program partners	Staff time Request input from literacy outreach worker
Set up meetings/time to talk to these tertiary audiences as described above, including a personal meeting with the well-liked math teacher.	September	October	Program leader Program partners	Staff time
Follow up with above groups regarding their success in approaching possible participants. Set up a system for regular check in through out the 9 months.	October	Ongoing	Program leader	Staff time

Goal: Establish an after school learning program for grade 8-12 students by next September

2. Objective: Recruit six qualified tutors to provide individual assistance with homework assignments to grade 8-12 students at an after school learning program

ACTION STEPS	START DATE	END DATE	PERSON RESPONSIBLE	REQUIRED RESOURCES (people, funds, material)
Interview school administration and retired teachers to identify any newsletters, listserves, websites, social gatherings for retired teachers who may be interested in becoming volunteer tutors.	April	May	Program leader	Staff time Possible room and refreshments
Create a database where names and information about potential tutors can be maintained for future use.	May	June	Task group member	Find IT professional to volunteer time.
Develop a one page information sheet and a poster using key messages for potential volunteer tutors (digital and hard copy).	May	May	Program leader	Staff time Duplication costs
Prepare an overview presentation of the program and the role/benefits of volunteers.	May	May	Program leader	
Set up and promote two information sessions for potential tutors to hear about the program.	June	June	Program leader Program partners	
Write a press release.	June	June	Program leader with literacy outreach coordinator	
Research all possible media in community and the best contact person who could assist in telling the story about the program and need for tutors. Send out the press release and follow up with phone calls.	June	September	Program leader with literacy outreach coordinator	Request assistance from task group members
Send press release to editors of newsletters, websites, listserves about placing an information notice inviting interested people to attend an information session, or apply to volunteer. Follow up with phone calls.	August	September	Program leader with literacy outreach coordinator	Request input from high school principal
Meet with publisher of local newspaper and request his help in recruiting volunteers (possible editorial story or PSA).	August	September	Program leader	
Talk with First Nations leaders about possible volunteers from their community and how best to recruit.	May	June	Program leader	Add First Nations leaders
Talk with local college about recruiting students to be possible volunteer tutors.	March	April	Program leader	Campus manager
Prepare key messages for possible media interviews and conduct interviews as they are confirmed.	June	August	Program leader with literacy outreach coordinator	
Integrate key messages around volunteering into funding request presentations for Rotary, Chamber of Commerce, and other service organizations.	March	April	Program leader	
Talk with selected potential volunteers and get their permission to enter their names and preferences into database for future reference.	August	September	Program leader	
Develop ways to celebrate success with the tutors throughout the nine month program.	October	Ongoing	Program leader	
Set up a mid-term meeting to get input and feedback from tutors.	January	February	Program leader	Refreshments

Goal: Establish an after school learning program for grade 8-12 students by next September

3. Objective: Secure $2,000 or in-kind equivalent from a funder to purchase supplies for the after school program

ACTION STEPS	START DATE	END DATE	PERSON RESPONSIBLE	REQUIRED RESOURCES (people, funds, material)
Research possible local funding sources (Rotary Club, Lion's Club, Kiwanis Club, Parent Advisory Council, Municipality, RCMP charity, Business Association, local businesses) to ensure their guidelines allow them to provide funding for supplies and what their application cycles are.	February	March	Program leader	Request assistance from task group and program partners
Request funding guidelines and application forms and create a priority list based on information gathered.	March	April	Program leader	
Prepare a proposal using key messages for funders that can easily be tailored to each particular organization.	March		Program leader with task group	
Prepare outline of how funds will be used and associated benefits to program so it can be incorporated into presentation.	March		Program leader	
Using key messages for potential funders, put together a presentation outlining the benefits of supporting this program (integrate a volunteering message where appropriate).	March	April	Program leader	
Set up meetings to present to prioritized potential local funding sources.	April	May	Program leader	
Submit completed application forms when required.	April	April	Program leader	
Research already existing community fundraising events (silent auction, dinner/dance, golf tournament) that might fund program from their proceeds.	March	April	Program leader with task group	
Set up meeting with GM of the BCHL Hockey team to see if they might create an event to raise money for this program.	April	May	Task group chair	
Meet with publisher of local newspaper (who is on the communications task group) to see if he has any ideas of how funds might be raised.	April		Program leader	
Develop and send out an announcement/press release profiling and thanking the funding source.	October	January	Task group with literacy outreach coordinator	

Goal: Establish an after school learning program for grade 8-12 by next Sept.

4. Objective: Secure the support of 5 parents of program participants to assist with the program and/or provide support to youth to attend

ACTION STEPS	START DATE	END DATE	PERSON RESPONSIBLE	REQUIRED RESOURCES (people, funds, material)
Prepare a one-page information sheet using key messages for parents.	August	Early September	Program leader	Duplication costs
Provide information/ posters to community service providers who may work with families of the primary audience.	August	Early September	Program leader	
Provide information to First Nations leaders and talk with them about best way to provide this to parents.	August	September	Program leader with input from First Nations Elder	
Prepare a presentation for information meetings for parents.	August	September	Program leader	
Set up venues and times for 2 or 3 parent information meetings and inform parents using key messages.	Septem-ber	October	Program leader	Room Refreshments
Talk with individual parents.	October	Ongoing	Program leader	

Goal: Establish an after school learning program for grade 8-12 students by next September

5. Objective: Recruit 5 teachers of high school students to provide the support required to attract, assist and monitor the participants of the after school program

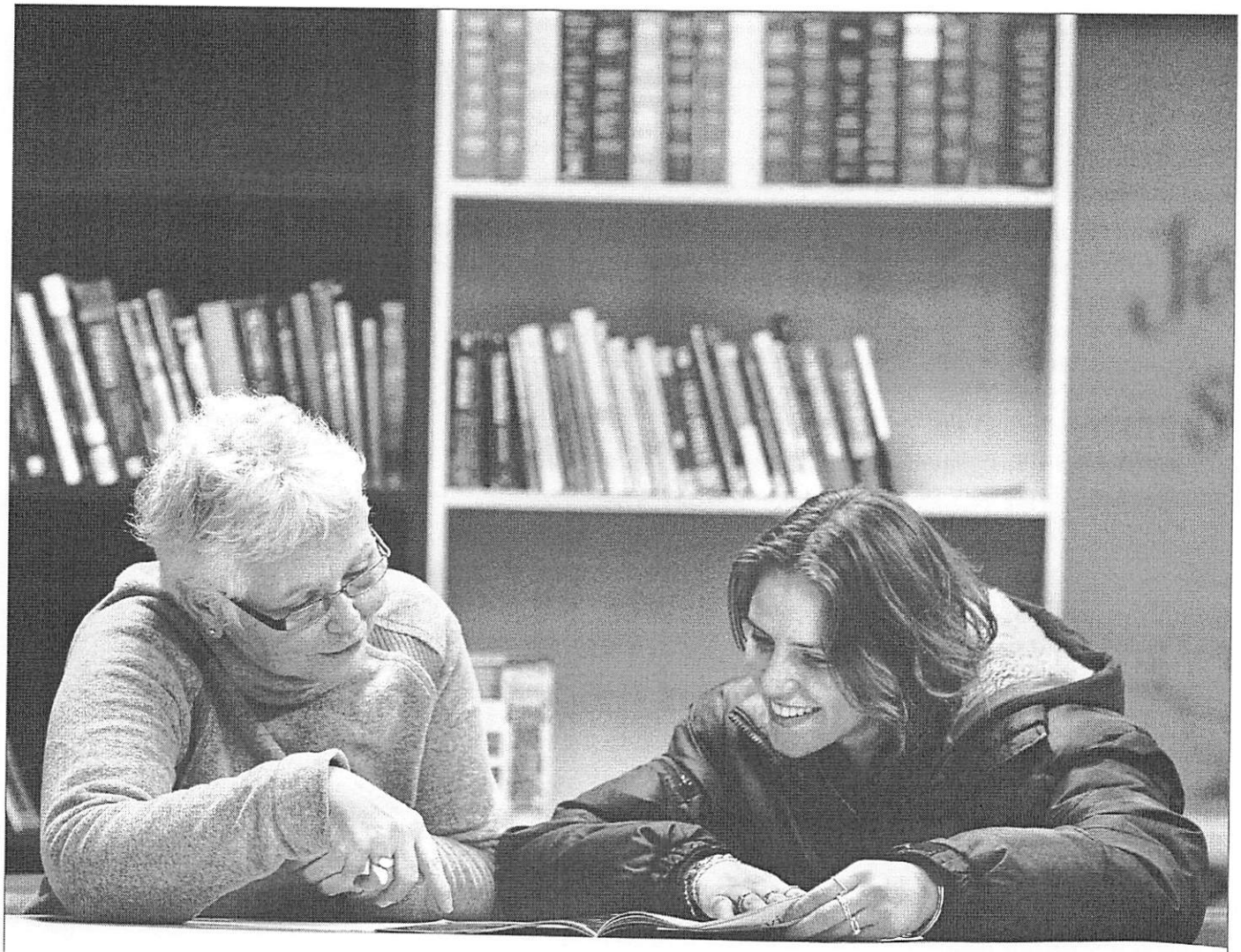
ACTION STEPS	START DATE	END DATE	PERSON RESPONSIBLE	REQUIRED RESOURCES (people, funds, material)
Meet with High School Principal to discuss best ways to approach teachers.	August	September	Program leader	
Prepare a mid-year presentation for teachers using key messages and include a participant, if possible.	August	October	Program leader	
Arrange for a time to present to high school teachers.	September	October	Program leader	Room and refreshments
Prepare a mid-year presentation for teachers using key messages and include a participant, if possible.	January	February	Program leader with volunteer tutors	
Prepare a one-page information sheet using key messages for teachers.	August	September	Program leader	Duplication costs
Talk with individual teachers on an ongoing basis.	Ongoing		Program leader	

Step 9: Measure Success

WORKSHEET 9: EVALUATION PLAN

OBJECTIVE	MEASURE OF SUCCESS (indicators that determine whether objective was met)	HOW WILL YOU MEASURE? (tools and resources)	WHO WILL COLLECT AND WHEN?	WHO WILL ANALYZE?
Attract 15 grade 8-12 students to attend an after school learning program at least six times over the nine month program.	• 15 high school students who are failing at least one subject attend at least 6 times over the 9 month program	• Attendance sheets linked to school records	• Program leader over nine months	• Program leader
	• 80% of students who attend continue to be enrolled in school	• High school data	• High school • Program leader	
	• Students report feeling better about learning	• Anecdotal comments recorded • Brief survey administered three times in 9 month period	• Program leader with volunteer tutors.	
		• Track information about how students learned about the program	• Program leader with assistance of tutors will enter information when student attends program for the first time.	
Recruit six qualified tutors to provide individual assistance with homework assignments to grade 8-12 students at an after school learning program.	• Six tutors volunteer, complete tutor training, and stay with program for nine months	• Attendance logged	• Program leader	• Program leader
	• At least four return for the following year • Student feedback	• End of program questionnaire		
Secure $2,000 or in-kind equivalent from a funder to purchase supplies for the after school program.	• $2,000 is received	• Inventory supplies required for nine months	• Program leader with tutor assistance will create and complete monthly inventory.	• Program leader
	• Funding or in kind donations covers all needed supplies	• Track the retail value of donated items		

Secure the support of five parents of program participants to assist with the program and/or provide support to youth to attend.	• 10 parents attend parent information sessions • Parents come in to program • Parents bring food • Parents attend a session about learning styles • Parents refer students	• Attendance at information and learning styles sessions • Collect anecdotes through informal conversations with parents	• Program leader • Volunteer tutors log comments over nine months	• Program leader
Recruit five teachers of high school students to provide the support required to attract, assist and monitor the participants of the after school program.	• Five teachers periodically attend program • Teachers refer students • Teachers provide information about students' assignments and course work	• Attendance is noted in records • Track information about what made students come to program • Conversations with teachers are documented for program file	• Program leader with assistance from volunteer tutors.	• Program leader



COMMUNICATING ABOUT LITERACY

Developing Your Communications Strategy

Steps in action: a hypothetical example

INTRODUCTION:

A situation has been simulated to demonstrate how each worksheet in this guide could be completed. This example was created based on potential circumstances only and any similarity to actual circumstances is coincidental.

Step 1: Select literacy goals

The literacy task group in a mid-sized town in BC completed its community/district literacy plan and identified five overall goals for the community. After discussing which one would be the best goal to develop the first communications strategy, the members of the task group used the following activity to reach a consensus. The number 5 represents the highest priority with 1 being the lowest.

ACTIVITY: RANKING PREFERENCES

Example: Individual member goal ranking sheet

LIST OF GOALS	MEMBER #1	MEMBER #2	MEMBER #3	MEMBER #4	MEMBER #5	TOTAL
Increase the number of businesses by 50 that are aware of work-place literacy programs by the end of the year.	1	2	1	2	4	10
Encourage local health providers and local government employees to incorporate plain language into their work with the public over the next 12 months.	3	3	3	1	2	12
Establish a homework club for approximately 25 Grade 8 to 12 students by next September.	5	5	4	5	5	24
Work with Aboriginal communities and service providers to expand pre-natal/post-natal family literacy learning opportunities from one to five programs in the next 24 months.	2	1	2	3	1	9
Secure $10,000 by end of the year for a lunch and learn program for 15 men who are homeless.	4	4	5	4	3	20

Example: Consolidated group ranking sheet

LITERACY GOAL	RANKING ORDER
Increase the number of businesses by 50 that are aware of workplace literacy programs by the end of the year.	4
Encourage local health providers and local government employees to incorporate plain language into their work with the public over the next 12 months.	3
Establish a homework club for approximately 25 Grade 8 to 12 students by next September.	1
Work with Aboriginal communities and service providers to expand pre-natal/post-natal family literacy learning opportunities from one to five programs in the next 24 months.	5
Secure $10,000 by end of the year for a lunch and learn program for men who are homeless.	2

WORKSHEET 1: ANALYZE YOUR GOAL

Re-state your literacy goal:
Establish a homework club for approximately 25 Grade 8 to 12 students by next September.

WHAT IS THE ISSUE THAT YOUR GOAL IS ADDRESSING?	WHAT DO YOU WANT TO ACHIEVE WITH THIS GOAL? (i.e. What change would you be able to observe?)	HOW WILL YOU KNOW YOU ARE ACHIEVING YOUR GOAL?
Frequently when students reach high school, they require more support to succeed with their schoolwork than is available in their family setting or in the classroom. Currently, there is no place in the school or community where students can easily get support to be more successful with learning. These students may be at risk for not graduating from grade 12.	The creation of a friendly environment where students feel welcome and comfortable to seek the help they require to succeed in school. The homework club will provide individual assistance as well as assist participants to understand their unique learning styles. The change we would like to observe is that at least 15 students attend six or more times each and improve their school learning success during the nine months of programming. We would like 25 to attend at least 6 times in the following school year. We would also like to observe an improved attitude towards learning overall.	• 15 participants will access the program six or more times each over the course of the program and there will be additional drop-ins who attend 1-2 times each. • Student participants who access the program six or more times will continue to be enrolled in a regular or alternate school, and will show improvement in report grades and attendance records. • About three quarters of student participants will feel better about learning and talk positively about their experience in the program. • The funding organization will understand the benefits, outcomes and value of the program and will renew funding for a second year. • We will have the support and cooperation of the majority of school staff and some will communicate with program leaders. • Volunteer tutors will provide positive feedback about their experience with the program and we will have enough tutors return to hold the program in the following school year. • Parents of program participants will feel the program is worth their own and their children's time and effort and support their children to attend.

Step 2: Analyze the current situation

S.W.O.T.

	HELPFUL (to achieving goal)	HARMFUL (to achieving goal)
	Strengths	**Weaknesses**
Internal Factors (within the partner groups)	• There is a strong partnership between the high school, the local literacy organization and the youth centre. • Some teachers are interested in supplying information about course work to the program leader. • The youth centre will provide space and computers at no cost to the program. • The literacy organization has the resources to hire an experienced program leader. • Well-developed and practiced programming ideas exist for the homework club. • Community partners recognize the need for a support network to enhance student school success. • Some experience in communications exists in the literacy task group and the local newspaper publisher has agreed to join. • The program partners have delivered successful programs in the past and are perceived as being competent.	• There is some disagreement about which high school students to target for the program. • There is scepticism around student participation on the part of some school staff. • Lack of resources for supplies. • There is no existing list of volunteer tutors who can support this program.
	Opportunities	**Threats (a.k.a. Challenges)**
External Factors (from the environment)	• Potential funding opportunities for resources exist. • Another B.C. community has successfully launched a similar program and is willing to share what it has learned. • There is strong support from local RCMP school liaison officers. • A local Aboriginal Elder has expressed interest in working with the task group on this project • There are people in the community with specific subject expertise. • Resources about establishing a homework club from provincial literacy organizations are available.	• A previous attempt at running the same type of program in our community failed and there exists a perception that it might happen again. • There is uncertainty around what role parents will play in supporting their children to attend the program. • Peers tend to have the most influence over how fellow students spend their after school time. • Peer to peer support for attending learning programs is not high.

Step 3: Identify your intended audience(s)

WORKSHEET 3A: IDENTIFYING YOUR AUDIENCE

This worksheet will help you identify all the audiences for your chosen literacy goal. Some audiences will be more important than others, but it is still worth considering them all before deciding which ones are the priorities for your communications initiatives.

PRIMARY AUDIENCE	SECONDARY AUDIENCE	TERTIARY AUDIENCE
Who are the priority groups of people whose knowledge, attitudes and/or action you need to influence in order to meet your goal?	Who else is affected or benefits if you succeed in your goal?	Are there others who can influence your primary and secondary audiences?
• Grade 8 to 12 students who are failing at least one subject (all high school students will be welcome to the program, but those students who are failing one subject are the primary audience). • Potential funding organizations that can fund required supplies • Qualified volunteers to become tutors for the program.	• High school principal • Teachers • Parents/families	• School counsellors • Youth outreach workers • First Nations leaders • Peers/Friends • RCMP liaison officers • Employers of high school students • Other after school program instructors such as dance and music • Coaches • BC Hockey League local team

WORKSHEET 3B: CREATING AN AUDIENCE PROFILE

This worksheet will help you learn more about each specific audience.
You will need to fill out one worksheet per audience.
For demonstration, we have completed this worksheet for two audiences.

Audience: Grade 8 to 12 students who are failing at least one subject

Why is this audience important to you?	These students could possibly be the children who have difficulty finishing high school with the skills they need to reach their goals. We want to provide alternate solutions to help them graduate.
What is your desired outcome with this audience?	• Fifteen students will attend and participate six or more times over the course of the nine-month program. • Twenty five students will attend and participate six or more times over the course of the nine month program in the second year. • 80% of student participants will continue to be enrolled in a regular or alternate school, and will show improvement in report grades and attendance records within the next 12 months. • The majority of student participants will feel better about learning and talk positively about their experience in the program. • More than four students per month will attend as "drop-ins."
What are the characteristics of this audience? (Can you find similar characteristics amongst them?)	
• What are their gender, ethnicity, income and education levels?	• 75% are boys, majority are Caucasian, family income varies, but skews middle to low income and all presently attend high school (grades 8 – 12). A small percentage is in foster care. A small percentage is First Nations.
• Are there any language considerations?	• None are identified as English language learners.
• Do they have trouble reading printed materials?	• They all read at grade 6 level or higher, but some have difficulty with comprehension when using textbooks.
• How do they spend their time?	• Currently, about 30% of the target audience are involved in after school sports or arts activities. At least half of them play video and computer games at each others' homes after school at least 3 times per week. Most of them, at least once a week, attend parties or hang out at the strip mall in close proximity to the high school. Less than 40% of them go to the youth centre located in the downtown core. 30% work part time either in their parents' business or at another local business. Over 70% own an mp3 player. 70% actively use a social networking site such as Facebook.[1]

1 This information was collected through three main sources: an interview with the high school principal and counsellor with access to records; an interview with the youth outreach worker and a focus group that was conducted in June.

What are your audience's knowledge, attitudes, and behaviours as they relate to your literacy goal or issue?	Our primary audience has very little knowledge about what a homework club would be like as one has never been offered to this age group of students. When we first asked students if they would be interested in attending a homework program after school most of them said no as they perceived it to be boring and not much help. They said that they had been in school all day and needed a break from that kind of work. Our target audience said they thought it would be filled with kids who liked doing their homework all the time, and not kids like them who wanted a more rounded life. However, when asked if they were interested in improving their marks half responded positively to wanting to, even if it meant changing their after school behaviour. Another 25% were interested in improving their marks but didn't want to change their after school habits. The remaining 25% didn't care about their school performance and were happy with the way things were. When the students were asked what would make a homework club more interesting for them, over 50% were interested in one-to-one help from adults who know how to help them. Almost all of them were interested in activities that didn't involve their school work specifically but were fun to do. They also wanted refreshments to be provided free of charge. Ninety percent said that if computers were available for some free time use, they would try out the program at least once. Students also indicated that a "drop in" feel to the program instead of strict attendance where they had a specific start and finish time was more appealing to them. They also said that if their friends went or thought it was cool then they would be more likely to attend as well.
How are they likely to react to your literacy message and why?	The group of students that are interested in improving their marks even if it means changing their after school behaviour will be the most likely to try out the program first. If this group responds positively to the programming, we believe that word-of-mouth will encourage other students to consider attending.

What are the barriers to this audience fully supporting or participating in reaching your goal? • **What are the benefits if they do?**	A perception that this program is for "losers or geeks". If the initial student participants in the program don't find that it meets their needs or has any benefit, then they will not encourage their peers to attend and the program will fail. Not enough time – students have other activities that they will attend first. • Better grades • Improved future opportunities • Improved listening and learning strategies • Interesting things to do • Improved social networks
How does your audience best receive information? **What makes new information credible for them?**	Delivered by someone they think is cool and interesting. Deliver the message in a way that reduces the opportunity for embarrassment and respects the privacy of the individual. Has peer support.
Are there individuals or groups who can influence this audience or who can help you better reach this audience? Who are they?	Local BC Hockey League team members. One high school math teacher is particularly liked by the younger portion of this primary audience. One of the RCMP school liaison officers has the respect of about 50% of the group who would initially attend the program. The local Dairy Queen and A&W employ about 15% of this primary audience and the general managers are respected by them.
What would you measure to determine if you have been successful?	We will have between 5 and 10 students attending each week with most of them actually working on homework assignments each day. High school teachers will note that the students who attend at least once per week each week are showing improvements in the completion of their homework assignments, have improved attendance records over a 6 month time span, show improvements in their overall marks.

WORKSHEET 3B: CREATING AN AUDIENCE PROFILE

Audience #2: Potential qualified* volunteer tutors

Why is this audience important to you?	Getting the right people to volunteer for this program will determine the success we will have with high school student participants. Without qualified volunteer tutors, this homework program will not be able to take place.
What is your desired outcome with this audience?	We want 10 or more people to attend one of two information sessions we have set up for people to find out more about this opportunity. We want six tutors who meet the criteria for acceptance to the program as a tutor to see the benefits of volunteering and offer their time and qualifications to help these students succeed.

* Program partners will have identified criteria for being a tutor.

What are the characteristics of this audience? (Can you find similar characteristics amongst them?)	
• **What are their gender, ethnicity, income and education levels?**	Potential tutors might be retired teachers (high school, college), counsellors, or individuals with education degrees who followed other career directions. Also tutors might be engineers, forest managers, health professionals, lawyers and other professionals whose specific expertise could serve to assist with such courses as physics, chemistry or biology. These people might be working or retired. Most of the above are 40 years and older and at least three quarters are 60 years and older. Most are middle income or higher. There are some young adults in the community who are working in various businesses after attending university. The majority of all the above possible tutors are Caucasian and middle class. Some possible tutors are First Nations. Most have completed high school and a few have attended college. They are very interested in the progress of young people and are interested in the tutor training. Most are employed, but have some time to volunteer.
• **Are there any language considerations?**	None were identified as English language learners.
• **How do they spend their time?**	Retired people indicated that they are involved in a number of family and community activities. There is a general indication that most retired individuals in the community volunteer quite a bit of time. Many are active in the seniors club and they often travel in the winter months. Sometimes they are out of the community for a month or more at a time. A few working professionals indicated that they are usually working full-time, although one person worked part-time. Most of them have children and most of the children are in their teens. They have a variety of interests beyond their homes including hunting, sports, mountain biking, skiing. Some of these interests would be shared by the youth who might attend a homework program. The young university graduates are working in a variety of businesses. Most have returned because they want to be near family and they like this community. Besides working, they ski, mountain bike, coach community sports, spend time with family and friends.[2]

2 This information was gathered in three ways: the youth centre manager talked with seven potential tutors who had been identified through the community; the program leader sent an email out through the local chamber of commerce and interviewed five people who responded; and task group members talked with other community members that they were aware of. In each interview, a similar set of questions were used so the responses could be compiled for the communications plan.

What are your audience's knowledge, attitudes, and behaviours as they relate to your literacy goal or issue?	Most retired individuals are already committed to a number of activities and may not have time to volunteer for something else. Some retirees are unsure if they have the up-to-date skills to properly assist the students. Most of those are willing to take tutor training as long as it doesn't take more than eight hours, a few are not willing to take training and a few need more information before they can make a decision. Several would be excited to have the opportunity to work with youth. They see this as a way to keep their own skills practiced and to increase their knowledge. All of the retired individuals who talked with task group members about this program understand something about the issue of high school students requiring additional assistance to succeed at school. Four of five working professionals are unsure they could make the time commitments. One said she could not make them. Three of five are somewhat familiar with the fact that some high school students require additional assistance to succeed in school. One said he is very familiar with the fact and one is not at all familiar with the fact. Four out of the five professionals are unsure if they have the up-to-date skills to properly assist the students. One said he does not have the up-to-date skills. Two out of five are willing to take tutor training as long as it doesn't take more than eight hours and three need more information before they can make a decision. A couple of young working adults see the possibility of volunteering as a way to learn about their own interests in teaching.
How are they likely to react to your literacy message and why?	Some of the retirees think that they do not have the time to volunteer for this program because the program runs throughout the school year. Some will also think that "No amount of effort on my part will help. The kids will probably drop out anyway and then my time will be wasted" because there are perceptions and stereotypes about students who are failing at least one subject. Some people will think that they don't have the necessary skills to make a positive contribution. A few are a little afraid of spending time with youth – they aren't sure that they know how to relate to them.

What are the barriers to this audience fully supporting or participating in reaching your goal? • **What are the benefits if they do?**	Being able to commit to the time Thinking they don't have the proper skills Perceptions about students Lack of understanding about the program's philosophy Perceptions around needed training • Satisfaction that they have helped students improve at school • Satisfaction that they have contributed to the health of the community
How does your audience best receive information? • **What makes new information credible for them?**	From teachers/educators From family members • Professional organization newsletters • Newspaper/Television stories • Email • Direct mail
Are there individuals or groups who can influence this audience or who can help you better reach this audience? Who are they?	Influential community leaders High school principal Professional organizations
What will you measure to determine if you have been successful?	Number of potential qualified tutors that attend information sessions Number of qualified tutors who volunteer Number of qualified tutors that complete training Number of qualified tutors that volunteer over nine month program Number of qualified tutors that return for year two

Step 4: Identify key messages

WORKSHEET 4: WRITING KEY MESSAGES

THE ELEVATOR SPEECH:	
Who are you?	The high school, youth centre and literacy organization are working together to develop a program that will provide individual homework assistance.
What are you doing?	The community, through the recent literacy planning process, has prioritized the need to provide learning and homework support that some students require to reach their potential.
Why are you doing it?	Eighteen percent of our high school students are at risk of dropping out of school or graduating without the skills they need for today's knowledge-based economy.
WHAT IS THE CALL-TO-ACTION FOR EACH AUDIENCE?	
Audience 1: High school students	Call Rodger at the youth centre at 250-555-5555 or stop by on Tuesday's at 4 pm or Thursdays at 7 pm.
Audience 2: Prospective funders	Help us find a way to provide supplies required for this nine-month program.
Audience 3: Qualified tutors	Find out how you could help support these students by calling Isabelle at 250-555-7777.
Audience 4: educators (tertiary):	We are looking for your support as we work with these students to improve their school success.

MESSAGES FOR SPECIFIC AUDIENCES:	
Audience: high school students	
Credibility and Quality message Supporting statement Supporting statement	There is individual help provided by people who know how to teach and understand different learning styles.
	There will be tutors at each session who can help you complete your homework assignments
	The tutors will be trained about the best ways to support your learning.
More information and driving passion message Supporting statement Supporting statement	People in this community care about you and want you to have the support you need to succeed.
	You can participate in creating this program by talking with staff and other participants about how the program can work best for you.
	Groups of people from many areas of the community have come together to make this program available and successful.
Message about the primary audience Supporting statement Supporting statement	If you participate, you will do better in school.
	Research has shown that one-on-one assistance is one of the most important ways to improve student learning.
	In a school environment, the more homework assignments you complete the more likely you are to have a passing grade.

Step 5: Reflect

As a result of talking with youth at the high school, the program partners who are developing a homework club discover that the name "homework club" has negative connotations for youth, who suggest calling it an after school program. The program partners then decide to ask a group of representative youth to brainstorm a possible name for the program and participate in the development of the program.

They also learn that some of the primary audience would not be able to attend directly after school and that an alternate time such as early in the evening would be helpful. They decide to hold at least one session of the program in the evening.

Step 6: Set Objectives

WORKSHEET 6: CREATING COMMUNICATIONS OBJECTIVES

Re-state your literacy goal:

Establish a homework club for grade 8 to 12 high school students by next September.

HOW MUCH / MANY	WHO	WHAT	WHEN
Attract 15 Increase to 25 in year two	Grade 8 to 12 high school students who are failing at least one subject	To attend the after school learning program at least 6 times over the nine-month program.	By May of next year
Recruit at least 6	Qualified tutors	To provide one-on-one assistance with homework assignments to grade 8 to 12 students at an after school program	By September
Secure $2,000 or in-kind equivalent	From a funder	Required supplies to run the after school program.	By August
Secure the support of 5	Parents of program participants	To assist with attendance, help with food, positive comments.	By October
Recruit 5	Teachers of high school students who are failing at least one subject	To provide the support required to attract, assist and monitor the participants of the after school program.	By January of next year

Step 7: Create your communications action plan

WORKSHEET 7: ACTION PLAN TEMPLATE

Goal: Establish an after school learning program for grade 8-12 students by next September

1. Objective: Attract 15 grade 8-12 students to attend an after school learning program at least six times over the nine month program

ACTION STEPS	START DATE	END DATE	PERSON RESPONSIBLE	REQUIRED RESOURCES (people, funds, material)
Design a poster and information sheet using key messages for possible participants.	June	August	Program leader	Staff time Printing
Write text message/email for use by youth outreach worker to be sent to possible participants.	September	September	Program leader Youth outreach worker	Staff time
Write and execute a distribution plan taking into account where the audience spends their time to get the one page information sheets to : • Possible participants • Educators • First Nations leaders	June	September and ongoing	Program leader Youth outreach worker	Staff time and consultation with task group and First Nations Elder
Youth outreach worker to talk with individuals who might want to attend program.	September	October	Youth outreach worker	Staff time
Set up a meeting with a group of youth to discuss design of program and what they might say to their friends about the program.	June	June	Youth outreach worker Program leader	Staff time Room and refreshments
Develop presentation materials for tertiary audiences including school staff, parent advisory council, RCMP school liaison officer, manager of Dairy Queen, manager of A&W, sport coaches and First Nations leaders that will encourage these groups to talk to possible participants about the program.	August	August	Program leader Program partners	Staff time Request input from literacy outreach worker
Set up meetings/time to talk to these tertiary audiences as described above, including a personal meeting with the well-liked math teacher.	September	October	Program leader Program partners	Staff time
Follow up with above groups regarding their success in approaching possible participants. Set up a system for regular check in through out the 9 months.	October	Ongoing	Program leader	Staff time

Goal: Establish an after school learning program for grade 8-12 students by next September

2. Objective: Recruit six qualified tutors to provide individual assistance with homework assignments to grade 8-12 students at an after school learning program

ACTION STEPS	START DATE	END DATE	PERSON RESPONSIBLE	REQUIRED RESOURCES (people, funds, material)
Interview school administration and retired teachers to identify any newsletters, listserves, websites, social gatherings for retired teachers who may be interested in becoming volunteer tutors.	April	May	Program leader	Staff time Possible room and refreshments
Create a database where names and information about potential tutors can be maintained for future use.	May	June	Task group member	Find IT professional to volunteer time.
Develop a one page information sheet and a poster using key messages for potential volunteer tutors (digital and hard copy).	May	May	Program leader	Staff time Duplication costs
Prepare an overview presentation of the program and the role/benefits of volunteers.	May	May	Program leader	
Set up and promote two information sessions for potential tutors to hear about the program.	June	June	Program leader Program partners	
Write a press release.	June	June	Program leader with literacy outreach coordinator	
Research all possible media in community and the best contact person who could assist in telling the story about the program and need for tutors. Send out the press release and follow up with phone calls.	June	September	Program leader with literacy outreach coordinator	Request assistance from task group members
Send press release to editors of newsletters, websites, listserves about placing an information notice inviting interested people to attend an information session, or apply to volunteer. Follow up with phone calls.	August	September	Program leader with literacy outreach coordinator	Request input from high school principal
Meet with publisher of local newspaper and request his help in recruiting volunteers (possible editorial story or PSA).	August	September	Program leader	
Talk with First Nations leaders about possible volunteers from their community and how best to recruit.	May	June	Program leader	Add First Nations leaders
Talk with local college about recruiting students to be possible volunteer tutors.	March	April	Program leader	Campus manager
Prepare key messages for possible media interviews and conduct interviews as they are confirmed.	June	August	Program leader with literacy outreach coordinator	
Integrate key messages around volunteering into funding request presentations for Rotary, Chamber of Commerce, and other service organizations.	March	April	Program leader	
Talk with selected potential volunteers and get their permission to enter their names and preferences into database for future reference.	August	September	Program leader	
Develop ways to celebrate success with the tutors throughout the nine month program.	October	Ongoing	Program leader	
Set up a mid-term meeting to get input and feedback from tutors.	January	February	Program leader	Refreshments

Goal: Establish an after school learning program for grade 8-12 students by next September

3. Objective: Secure $2,000 or in-kind equivalent from a funder to purchase supplies for the after school program

ACTION STEPS	START DATE	END DATE	PERSON RESPONSIBLE	REQUIRED RESOURCES (people, funds, material)
Research possible local funding sources (Rotary Club, Lion's Club, Kiwanis Club, Parent Advisory Council, Municipality, RCMP charity, Business Association, local businesses) to ensure their guidelines allow them to provide funding for supplies and what their application cycles are.	February	March	Program leader	Request assistance from task group and program partners
Request funding guidelines and application forms and create a priority list based on information gathered.	March	April	Program leader	
Prepare a proposal using key messages for funders that can easily be tailored to each particular organization.	March		Program leader with task group	
Prepare outline of how funds will be used and associated benefits to program so it can be incorporated into presentation.	March		Program leader	
Using key messages for potential funders, put together a presentation outlining the benefits of supporting this program (integrate a volunteering message where appropriate).	March	April	Program leader	
Set up meetings to present to prioritized potential local funding sources.	April	May	Program leader	
Submit completed application forms when required.	April	April	Program leader	
Research already existing community fundraising events (silent auction, dinner/dance, golf tournament) that might fund program from their proceeds.	March	April	Program leader with task group	
Set up meeting with GM of the BCHL Hockey team to see if they might create an event to raise money for this program.	April	May	Task group chair	
Meet with publisher of local newspaper (who is on the communications task group) to see if he has any ideas of how funds might be raised.	April		Program leader	
Develop and send out an announcement/press release profiling and thanking the funding source.	October	January	Task group with literacy outreach coordinator	

Goal: Establish an after school learning program for grade 8-12 by next Sept.

4. Objective: Secure the support of 5 parents of program participants to assist with the program and/or provide support to youth to attend

ACTION STEPS	START DATE	END DATE	PERSON RESPONSIBLE	REQUIRED RESOURCES (people, funds, material)
Prepare a one-page information sheet using key messages for parents.	August	Early September	Program leader	Duplication costs
Provide information/ posters to community service providers who may work with families of the primary audience.	August	Early September	Program leader	
Provide information to First Nations leaders and talk with them about best way to provide this to parents.	August	September	Program leader with input from First Nations Elder	
Prepare a presentation for information meetings for parents.	August	September	Program leader	
Set up venues and times for 2 or 3 parent information meetings and inform parents using key messages.	Septem-ber	October	Program leader	Room Refreshments
Talk with individual parents.	October	Ongoing	Program leader	

Goal: Establish an after school learning program for grade 8-12 students by next September

5. Objective: Recruit 5 teachers of high school students to provide the support required to attract, assist and monitor the participants of the after school program

ACTION STEPS	START DATE	END DATE	PERSON RESPONSIBLE	REQUIRED RESOURCES (people, funds, material)
Meet with High School Principal to discuss best ways to approach teachers.	August	September	Program leader	
Prepare a mid-year presentation for teachers using key messages and include a participant, if possible.	August	October	Program leader	
Arrange for a time to present to high school teachers.	September	October	Program leader	Room and refreshments
Prepare a mid-year presentation for teachers using key messages and include a participant, if possible.	January	February	Program leader with volunteer tutors	
Prepare a one-page information sheet using key messages for teachers.	August	September	Program leader	Duplication costs
Talk with individual teachers on an ongoing basis.	Ongoing		Program leader	

Step 9: Measure Success

WORKSHEET 9: EVALUATION PLAN

OBJECTIVE	MEASURE OF SUCCESS (indicators that determine whether objective was met)	HOW WILL YOU MEASURE? (tools and resources)	WHO WILL COLLECT AND WHEN?	WHO WILL ANALYZE?
Attract 15 grade 8-12 students to attend an after school learning program at least six times over the nine month program.	• 15 high school students who are failing at least one subject attend at least 6 times over the 9 month program	• Attendance sheets linked to school records	• Program leader over nine months	• Program leader
	• 80% of students who attend continue to be enrolled in school	• High school data	• High school • Program leader	
	• Students report feeling better about learning	• Anecdotal comments recorded • Brief survey administered three times in 9 month period	• Program leader with volunteer tutors.	
		• Track information about how students learned about the program	• Program leader with assistance of tutors will enter information when student attends program for the first time.	
Recruit six qualified tutors to provide individual assistance with homework assignments to grade 8-12 students at an after school learning program.	• Six tutors volunteer, complete tutor training, and stay with program for nine months	• Attendance logged	• Program leader	• Program leader
	• At least four return for the following year • Student feedback	• End of program questionnaire		
Secure $2,000 or in-kind equivalent from a funder to purchase supplies for the after school program.	• $2,000 is received	• Inventory supplies required for nine months	• Program leader with tutor assistance will create and complete monthly inventory.	• Program leader
	• Funding or in kind donations covers all needed supplies	• Track the retail value of donated items		

Secure the support of five parents of program participants to assist with the program and/or provide support to youth to attend.	• 10 parents attend parent information sessions • Parents come in to program • Parents bring food • Parents attend a session about learning styles • Parents refer students	• Attendance at information and learning styles sessions • Collect anecdotes through informal conversations with parents	• Program leader • Volunteer tutors log comments over nine months	• Program leader
Recruit five teachers of high school students to provide the support required to attract, assist and monitor the participants of the after school program.	• Five teachers periodically attend program • Teachers refer students • Teachers provide information about students' assignments and course work	• Attendance is noted in records • Track information about what made students come to program • Conversations with teachers are documented for program file	• Program leader with assistance from volunteer tutors.	• Program leader